

Differentiation Across WiDA Levels

Example Genre: Pattern Books/Predictable Books Grades 1-2

Listening	Listening	Listening
Level 1-2	Level 3 - 4	Level 5 -6
<p>Genre: Pattern Books/Predictable Books Identify¹ characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books after numerous recitations</p> <p>Match visuals of characters, places or objects with oral statements from illustrated pattern or predictable books after numerous recitations</p> <p>Topic: Role Play Follow along with classmates in role play activities modeled and described orally (e.g. gestures from songs, chants, poems)</p> <p>Role play familiar, everyday activities modeled in illustrated books read by teachers in small groups</p>	<p>Genre: Pattern Books/Predictable Books Compare/Contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books after numerous recitations</p> <p>Interpret visual connections between characters, places or objects in pages read aloud from illustrated pattern or predictable books</p> <hr/> <p>Topic: Role play Role play characters in plays, videos or illustrated stories read by teachers in small groups</p> <p>Reenact scenes in plays, videos or illustrated stories read by teachers in small groups</p>	<p>Genre: Pattern Books/Predictable Books Draw conclusions about characters, places or objects from pattern or predictable books read aloud</p> <hr/> <p>Topic: Role Play Dramatize grade-level stories that are read by teachers or viewed</p>

¹Actions in blue, supports in red

Differentiation Across WiDA Levels

Example Genre: Non Fiction Grades 1-2

Reading	Reading	Reading
Level 1-2	Level 3 - 4	Level 5 -6
<p>Genre: Non-Fiction Pair illustrated features or photographs of places or objects with icons in non-fiction books in small groups</p> <p>Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction books in small groups</p> <hr/> <p>Topic: Phonics Demonstrate awareness of unique sounds by pointing or through gestures</p> <p>Match voice to print by pointing to icons, letters or illustrated words</p> <p>Topic: Story Sequencing Sequence a series of pictures to tell</p>	<p>Genre: Non-Fiction Compare/Contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in non-fiction books in small groups</p> <p>Categorize illustrated features of places or objects using graphic organizers and sentences in non-fiction books in small groups</p> <hr/> <p>Topic: Phonics Cross-check pictures with phonics clues with a partner</p> <p>Use phonics clues to sound out illustrated words in context</p> <p>Topic: Story Sequencing Select titles that correspond to a sequence of pictures</p>	<p>Genre: Non-fiction Summarize features of places or objects from multiple compound sentences in non-fiction books</p> <hr/> <p>Topic: Phonics Predict words or phrases based on context cues in grade-level text</p> <hr/>

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<p>stories</p> <p>Match a series of pictures that tell stories with sequence words (e.g., "first," "then," "last")</p>	<p>Sequence a series of sentences to related pictures</p>	<p>Topic: Story Sequencing</p> <p>Sequence short paragraphs to tell stories</p>
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Differentiation Across WiDA Levels

Example Genre: Fiction

Grades 1-2

Speaking	Speaking	Speaking
Level 1-2	Level 3 - 4	Level 5 -6
Genre: Fiction Name people (e.g., "boy," "man") or objects depicted on illustrated covers of fictional stories with a partner in L1 or L2 Describe people or objects in titles and illustrated covers of fictional stories with a partner in L1 or L2	Genre: Fiction Predict ideas in storylines based on titles and illustrated covers of fictional stories and share with a partner Make up the beginning of storylines based on titles and illustrated covers of fictional stories and share with a partner	Genre: Fiction Connect storylines to personal experiences based on titles and illustrated covers of fictional stories Create original stories from series of pictures, wordless picture books, or personal experiences
Topic: Story Telling Repeat new language related to story pictures or wordless picture books modeled by teachers Describe people or places depicted in story pictures or wordless picture books in small groups or pairs	Topic: Story Telling State actions of characters or describe events depicted in story pictures or wordless picture books in small groups or pairs Tell stories from pictures or wordless picture books in small groups or pairs	Topic: Story Telling Create original stories from series of pictures, wordless picture books, or personal experiences

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Differentiation Across WiDA Levels

Example Genre: Folktales

Grades 1-2

Writing	Writing	Writing
Level 1-2	Level 3 - 4	Level 5 -6
<p>Genre: Folktales Copy words related to settings or characters in illustrated folktales from word walls or big books</p> <p>Describe settings or characters in illustrated folktales from phrase walls or big books</p> <hr/> <p>Topic: Rhyming Words Reproduce symbols, letters, or pictures of rhyming pairs from illustrated charts or displays with a partner</p> <p>Pair rhyming words from illustrated charts or displays with a partner</p>	<p>Genre: Folktales Compare/Contrast two characters, settings or events in illustrated folktales using graphic organizers with a partner</p> <p>Relate sequence of events to characters and settings in illustrated folktales using graphic organizers with a partner</p> <hr/> <p>Topic: Rhyming Words Produce and organize rhyming words from pictures on charts, displays, or graphic organizers with a partner</p> <p>Use rhyming words in phrases or short sentences from illustrated charts or displays with a partner</p>	<p>Genre: Folktales Connect events, characters or morals in illustrated folktales to self</p> <hr/> <p>Topic: Rhyming Words Create original stories or poems using rhyming words in sentences from charts or displays</p>

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Differentiation Across WiDA Levels

Example Genre: Mysteries Grades 3-5

Listening	Listening	Listening
Level 1-2	Level 3 - 4	Level 5 -6
<p>Genre: Mysteries Match pictures to individual clues based on oral statements with a partner</p> <p>Identify pictures associated with solutions to short mysteries read aloud with a partner</p> <p>Topic: Comprehension Strategies Point to letter combinations, words, parts of books or illustrations in response to teachers' reading of illustrated books to show comprehension</p> <p>Gesture during shared reading of illustrated stories or trade books (e.g. giving thumbs-up/thumbs-down signals) to show comprehension</p>	<p>Genre: Mysteries Make predictions based on pictures of clues/pieces of evidence from mysteries and oral descriptions in cooperative groups.</p> <p>Sequence pictures of clues/pieces of evidence from mysteries read aloud in cooperative groups</p> <hr/> <p>Topic: Comprehension Strategies Follow directions (e.g., create word families or word walls) in response to group reading of illustrated stories or trade books to show comprehension</p> <p>Respond non-verbally to teachers or peers (e.g., during guided reading) to demonstrate comprehension strategies</p>	<p>Genre: Mysteries Apply analogies of events or characters in mysteries read aloud to students' lives</p> <hr/> <p>Topic: Comprehension Strategies Connect information from oral reading of grade-level material to demonstrate comprehension strategies (e.g., "Show me two sentences that go together.")</p>

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Differentiation Across WiDA Levels

Example Genre: Biographies & Autobiographies Grades 3-5

Reading	Reading	Reading
Level 1-2	Level 3 - 4	Level 5 -6
<p>Genre: Biographies & Autobiographies Find identifying information on biographies from words or phrases in illustrated books or word/phrase walls using physical activity</p> <p>Sequence events in biographical sketches in illustrated books using graphic organizers or physical activity</p> <hr/> <p>Topic: Fact or Opinion Match labels or identify facts from illustrations and phrases (e.g., “I see...,” “There is...”)</p> <p>Identify language associated with fact in fiction or non-fiction illustrated paragraphs (e.g., “I know that...,” “It is true that...”)</p> <p>Topic: Fluency Strategies Use cues for sounding out familiar</p>	<p>Genre: Biographies & Autobiographies Sort relevant from irrelevant biographical information in illustrated books using graphic organizers or physical activity</p> <p>Compare/contrast biographical information of two persons in illustrated books using graphic organizers or physical activity</p> <hr/> <p>Topic: Fact or Opinion Sort language associated with fact or opinion in fiction or non-fiction illustrated text (e.g., “I think that...,” “We believe that...,” “It could be...”)</p> <p>Differentiate between statements of fact and opinion found in various illustrated reading selections</p> <p>Topic: Fluency Strategies Show how to use punctuation cues to facilitate expression and fluency with visually supported text</p>	<p>Genre: Biographies & Autobiographies Synthesize biographical information of two persons from grade-level material to form opinions on people</p> <hr/> <p>Topic: Fact or Opinion Identify authors’ purpose associated with fact or opinion in fiction or nonfiction from grade level text</p> <hr/>

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<p>words with accompanying visuals</p> <p>Match visually supported context cues with statements to find meaning and facilitate fluency</p>	<p>Identify self-monitoring and self correcting strategies to increase fluency with visually supported text</p>	<p>Topic: Fluency Strategies</p> <p>Apply strategies to adjust pace and expression while reading orally</p>
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Differentiation Across WiDA Levels

Example Genre: Fantasies

Grades 3-5

Speaking	Speaking	Speaking
Level 1-2	Level 3 - 4	Level 5 -6
<p>Genre: Fantasies Answer WH- or choice questions about pictures of imaginary people, objects or situations from peers in L1 or L2</p> <p>Describe pictures of imaginary people, objects or situations to peers in L1 or L2</p> <hr/> <p>Topic: Points of view Describe self with words and gestures (e.g., features, likes and dislikes)</p> <p>Compare self with familiar persons (e.g., friends, family members, movies stars) using photographs, pictures or graphic organizers</p>	<p>Genre: Fantasies Provide details of pictures of imaginary people, objects, or situations to peers</p> <p>Develop and enact scenarios from pictures of imaginary people, objects or situations with peers</p> <hr/> <p>Topic: Points of view Compare self with characters in literary works using graphic organizers or technology</p> <p>Compare self with motives or points of view of characters in literary works using graphic organizers or technology</p>	<p>Genre: Fantasies Make up fantasies about imaginary people, objects or situations and share with peers</p> <hr/> <p>Topic: Points of view Explain differences between self-motives or points of view and those of characters in literary works using graphic organizers or technology</p>

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Differentiation Across WiDA Levels

Example Genre: Narratives

Grades 3-5

Writing	Writing	Writing
Level 1-2	Level 3 - 4	Level 5 -6
<p>Genre: Narratives Respond to illustrated events using words or phrases based on models in round tables with peers</p> <p>List illustrated events using phrases or short sentences based on models in round tables with peers</p> <hr/> <p>Topic: Editing and Revising Produce personal word/phrase lists from labeled pictures and check with a partner for edits and revision</p> <p>Create phrases/short sentences from models and check with a partner for edits and revision</p>	<p>Genre: Narratives Describe a series of illustrated events using related sentences in narrative form based on models in round tables with peers</p> <p>Narrate a series illustrated events using paragraph transitions in narrative form based on models and peer edits</p> <hr/> <p>Topic: Editing and Revising Edit and revise guided writing (e.g., for conventions and structures) based on teacher feedback</p> <p>Edit and revise writing (e.g., using word processing or rubrics) based on class or peer reviews</p>	<p>Genre: Narratives Produce grade-level narrative stories reports using process writing</p> <hr/> <p>Topic: Editing and Revising Self-assess to edit and revise writing to produce final drafts</p>

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